

Career Progression Paths Team (CPPT)

Update to SLC
January 31, 2006

CPPT Team

- A CD-COMM was released on December 16,2005 announcing the formation of Career Progression Paths Team (CPPT)
- Team meets once a week on Fridays from 12:30 to 2:30 pm
- Team charter, membership, and schedule developed and has been posted on @larc last week
- Time-line for team (Finish by end of March)
 - Information and data gathering by early February,
 - Draft guide by second week of March
 - Implementation plan by end of March
- Team will provide monthly update to SLC and will soon develop a plan for communication with employees

CPPT Team Charter and Membership

- **Team Charter**

In order to provide clarity to employees and managers on the Langley Research Center's official processes for career development and progression through grade levels, **the CPPT will** define various career paths available at the Center and grade level criteria **by** developing a Langley guidance and implementation document applicable to all employees.

- **Team Membership**

Ajay Kumar (Lead)

Leah Meisel (Co-Lead)

Bruce Holmes/Jim Batterson(sub)

Steve Jurczyk/ Steve Reznick(sub)

Howard Lewis/Wendy Pennington(sub)

Jerry Newsom/Bill Willshire(sub)

Tom Noll/ Steve Sandford(sub)

Peggy Phelps

Charles A. Polen/Ken Goetzke(sub)

Venita O. Robinson/Janet Sellars(sub)

Cindy Weissner

Joseph M. Zawodny/Malcom Ko

Team Product

- Team product will be a **LaRC Guide to Career Progression Plan** and will include
 - Career Development (including training opportunities and career enrichment)
 - Career Paths
 - Grade Levels for each career path
 - Grade Level Criteria
 - Implementation Plan

Proposed Career Paths at LaRC

- Career Paths
 - Research/Engineering/Science (AST)
 - Supervisor
 - Researcher/Technologist
 - Scientist
 - Engineer
 - Program/Project Management
 - Mission Support (e.g., OCFO, OHCM, OP, OCC, etc.)
 - Technicians
 - Clerical/Secretarial/Administrative
- CPPT would like to form sub-teams (or focus groups) for each career path with additional membership beyond the CPPT membership. These sub-teams will be led by CPPT members and will use OPM consultants

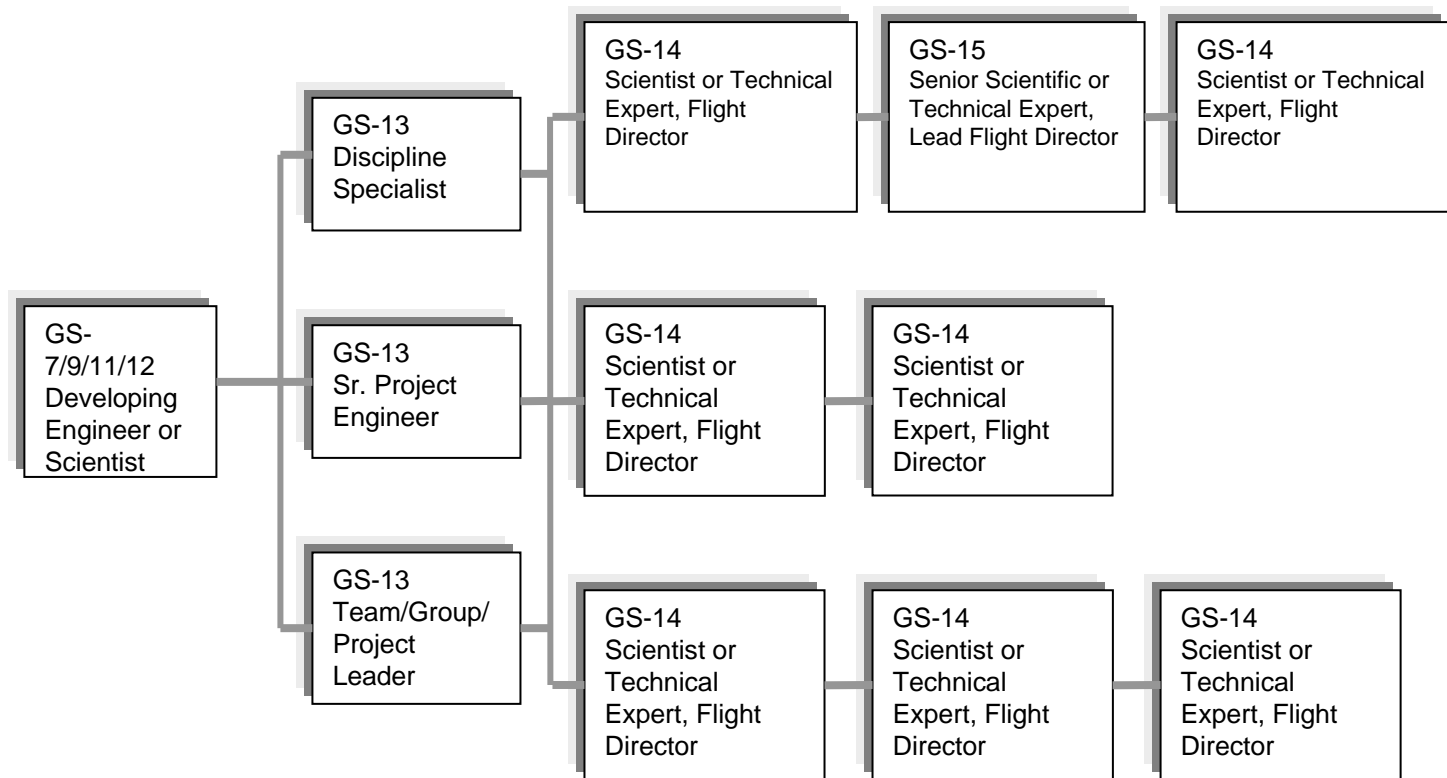
Team Status

- OHCM briefed on various promotion processes and other HR terminologies to build common team understanding.
- NASA APPEL(Academy of Program, Project & Engineering Leadership) team briefed CPPT on their activities
- Team met with OPM consultants on Jan. 27 and discussed about its tentative plan. OPM consultants will support the team in developing the guide
- Distributed career development/paths guides from several other centers to team members
- Team discussed JSC Career Development guide which has addressed elements of interest to CPPT, namely, career development, career paths, grade level criteria, and some details on implementation
 - Could serve as the starting point for Langley guide, with additional details on grade level criteria and implementation plan
- OHCM provided Agency-wide demographics on average age and grade
- Tahani Amer of SPPMO to support the team in benchmarking career development and progression processes at four other centers
- Team may finish its work in two phases. Phase 1 to end by March with a higher level version of the guide. Phase 2 will add further details to the guide, especially on grade level criteria and implementation

Backup Charts

Example of JSC Career Paths, Grade Levels, and Grade Level Criteria

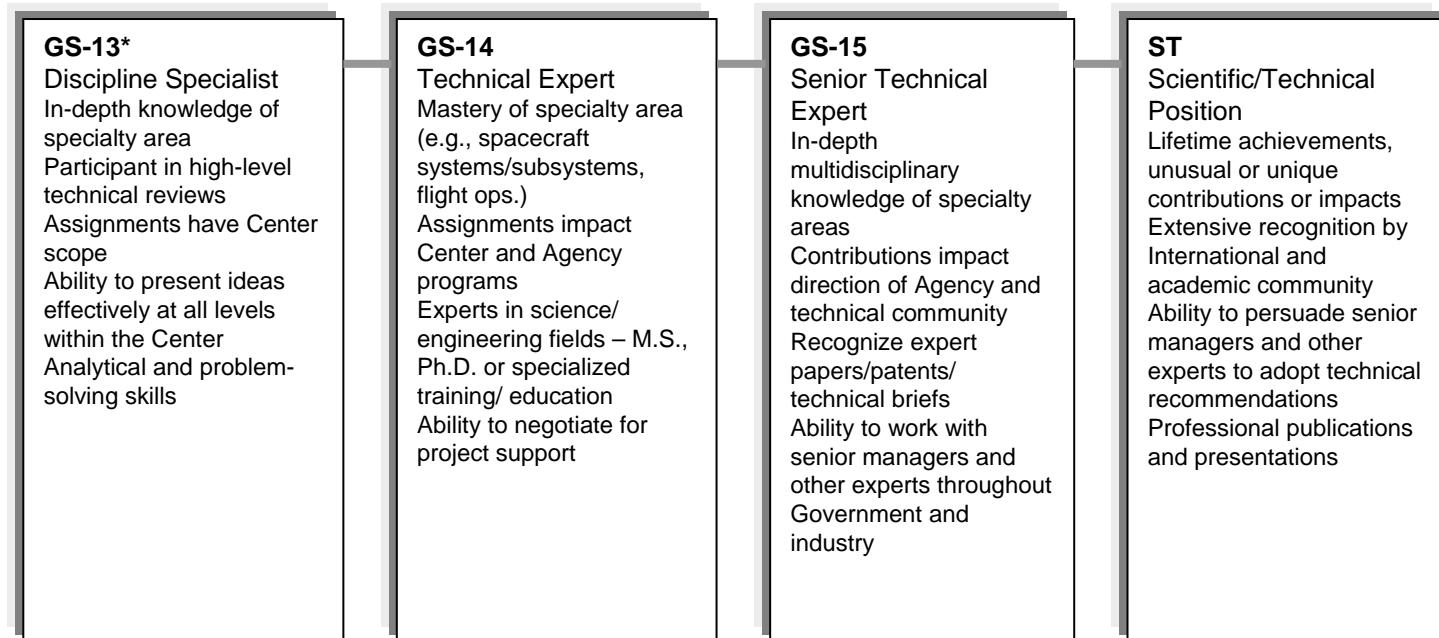
Appendix A
Scientific/Technical Career Paths



Appendix B

Technical Expert Career Paths

Full Performance Level

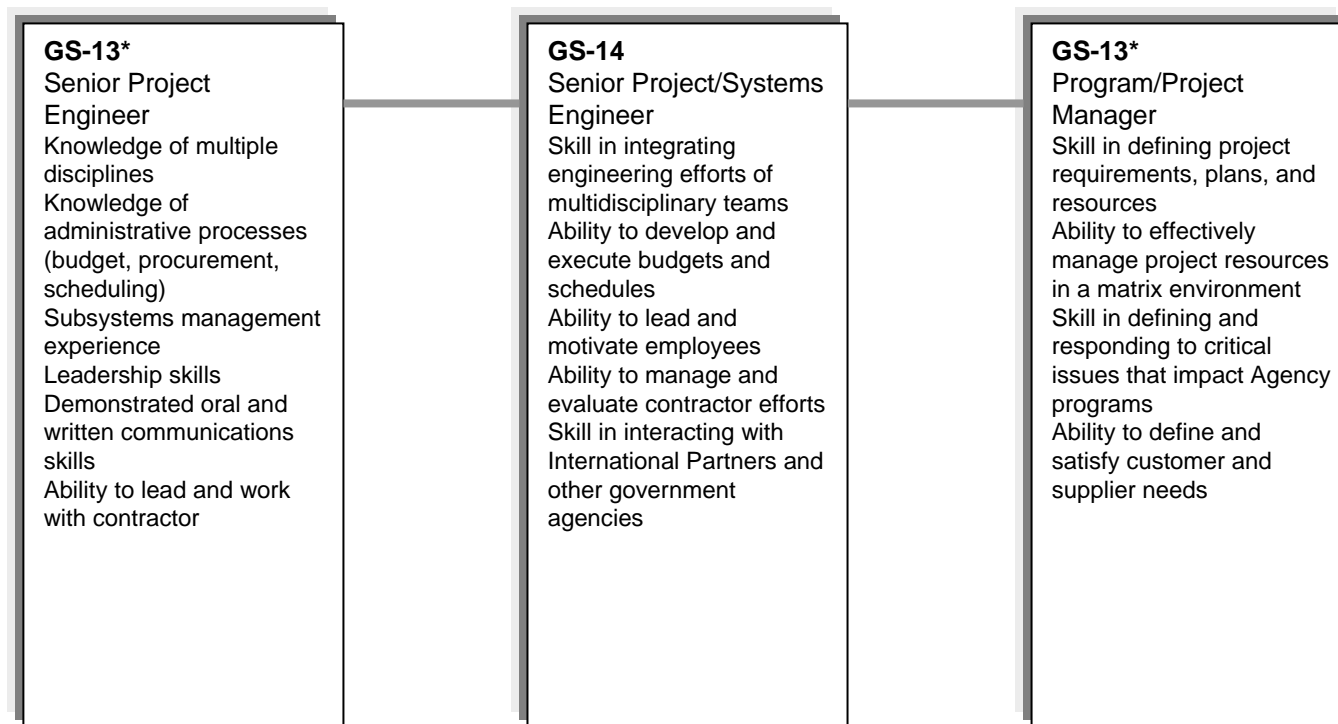


*The more common avenue to enter the Technical Expert Career path is the GS-13 Discipline Specialist position. It is possible, however, to move to a GS-14 Technical Expert from either the Sr. Project Engineer or the Team/Group/Project Leader position.

Appendix C

Program Management Career Paths

Full Performance Level



*The more common avenue to enter the Program Management Career Path is the GS-13 Senior Project Engineer position. It is possible, however, to move to a GS-14 Project Management position from either the GS-13 Discipline Specialist or the Team/Group/Project Leader positions.

Appendix D

Technical Supervisory Career Paths

Full Performance Level

GS-13*

Team/Group/Project
Leader
High-level technical
expertise
Ability to lead multiple
projects
Demonstrated oral and
written communications
skills
Analytical and problem-
solving skills

GS-14

Team/Group/Project
Leader, Assistant or
Deputy Branch Chief
Knowledge of technical
disciplines and functional
responsibilities of the
organization
Ability to lead and
evaluate engineers
responsible for diverse
products
Ability to delegate and
develop others into an
effective team
Coaching and counseling
skills
Demonstrated leadership
abilities
Ability to communicate
mission, vision, and goals

GS-15

Branch Chief/Office
Manager
Knowledge of
management processes
(budget, procurement,
human resources)
Ability to accomplish
tasks through others
Ability to integrate and
manage multiple
functions and
organizations
Ability to conceive and
implement
organizational changes
Ability to form and
articulate organizational
goals

ST

Director, Division
Chief/Deputy
Multifunctional
perspective and outlook
related to Center roles
and missions
Ability to manage a large
organization and multiple
programs
Ability to obtain and
allocate resources
Capacity for strategic
thinking
Ability to create and
articulate an
organizational vision


































*The more common avenue to enter the Technical Supervisory Career path is the GS-13 Team/Group/Project Leader position. It is possible, however, to move to a GS-14 Team/Group/Project Leader position from either the GS-13 Discipline Specialist or the Sr. Project Engineer positions.

Example of Organization Staffing

- Based on Current Work/Budget and Emerging Work, this organization has four technical areas, each lead by a GS-15 technical leader. Two areas are large and complex, warranting more than one technical lead, and benefit from the leadership of another 15, who has expertise in more than one area.

- These technical leads are supported by a teams of 14s 13s and bright young 12s (wouldn't that be nice!)

- This staffing plan is reviewed regularly and changes are made, adding or deleting positions and technical areas as needed

| GRADE | <i>Tech Area A</i> | <i>Tech Area B</i> | <i>Tech Area C</i> | <i>Tech Area D</i> |
|---------------|---|---|---|---|
| GS-15 (5) |    |  |  |  |
| GS-14 (8) |    |   |    | |
| GS-13 (11) |       |   |    |  |
| GS-12 (7) |    |  |  |   |

Some HR Definitions Related to Promotion Processes

Competitive Placement Plan(CPP)

- NASA's Merit Promotion Plan ("Blue Sheet")
- Provides competitive procedures for all selections not specifically excluded
- In addition to establishing basis for filling vacancies and internal selections, competitive procedures must be applied in selections for all of the following actions:
 - All term and temporary promotions over 120 days
 - Details of more than 120 days to a higher grade position or to a position with greater promotion potential
 - Training which is required for promotion

Promotion Potential (Career Ladder) Positions

- A position whose grade has been lowered, normally for recruitment purposes
 - Typical circumstances
 - Difficulty to recruit full performance candidates
 - Training/development strategies
 - Promotion pattern is normally 52 weeks between promotions, unless work requirements dictate longer period, e.g. need to experience the complete cycle of higher level work

Impact of “Person”

- Sometimes, however, the unique capabilities, experience, or knowledge a particular employee brings to the job can also have an effect on the work performed and, therefore, on the classification of the position
 - For example, exceptional ability of the employee may lead to the attraction of especially difficult work assignments, unusual freedom from supervision, special authority to speak for and commit the agency, continuing contribution to organizational efficiency and economy, recognition as an “expert” sought by peers, or similar consideration
- When a position which has been affected by the impact of an individual is vacated, it should normally revert to its original classification

Accretion and Erosion of Duties

- **Accretion of Duties:** A discretionary exception to Merit Promotion Competition
- **Erosion of Duties:** Circumstances in which a position or organization changes in a manner to reduce the grade of the position (Opposite of “accretion of duties”)

Desk Audit

- A ***desk audit*** is no more than a conversation or interview with the person in the job, or with the supervisor of the position, or sometimes with both, usually at the work location. The purpose of an audit is to gain as much information. This information, combined with an analysis of other available material about the job and the organization, can help to verify details and resolve questions